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AUTHOR Garfinkel, Alan; Litt, Leslee D.
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ABSTRACT

This guide to a series of 32 weekly radio programs designed for level 2, college Spanish classes outlines the contents of each broadcast. The programs, originating from The Ohio State University, are planned to help students improve their listening comprehension skills while developing improved student attitudes toward the study of the target language. (RL)

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The Ohio State University

Foreign Language Education Area

Romance Language Department
and WOSU-Radio

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El eco español:

an enrichment-oriented radio program for the Level II Spanish class

Program Notes

Producers: Alan Garfinkel, Teaching Associate, Romance Language Department
Leslee D. Litt, Graduate Student, Foreign Language Education

Advisor: Professor Frank Otto

Main Announcer: Professor Mario Iglesias, Romance Language Department

Recording Engineer: Rodney Watson (University Recording Studio)

Broadcasts: Wednesdays, 10:15 a.m. WOSU-AM 820 k.c.
Fridays, 10:00 a.m. WCBE-FM 90.5 m.c.

FL 003 860

ACKNOWLEDGMENTS

A radio program is almost by definition the work of many people. The faults of "El eco español" are ours alone, but for any successes it may have, we will be indebted to those without whose generously volunteered help our program could not have been produced.

Mrs. Margaret Tyler and Mr. William Steis, both of the WOSU staff, were the people who originated the idea of producing the program. Local production was, at first, the farthest thing from our minds. Mrs. Tyler and Mr. Steis showed us that it was, indeed, possible.

Professor Ralph Angelo, representing the Romance Language Department, helped us at several critical points of the production process.

Professor Mario Iglesias, also of the Romance Language Department, was the principal voice of El eco español. He also devoted many hours to careful script revision.

The content of the series came from numerous sources. These ranged from a local record store to radio stations in México and Puerto Rico. Occasionally, we wrote our own material, but our responsibility was primarily to decide where and how to place what we borrowed.

Professors Frank Otto, Edward D. Allen, and Paul Pimsleur of The Ohio State University and Miss Leona Glenn of the Ohio Department of Education gave us constant support and encouragement. Professor Otto, as our major advisor, made numerous arrangements without which there would have been no program.

To these people and to all the others not mentioned who put their time, concern, and other resources at our disposal, we extend our heartfelt gratitude.

Alan Garfinkel
Leslee D. Litt

Producers: El eco español

INTRODUCTION I: "WHAT IS IT?"

El eco español is a series of radio programs broadcasted once weekly on each Wednesday of the school year (October through May) at 10:15 a.m. over WOSU-AM (820 k.c.) and WCBE-FM (90.5 m.c.). Its primary goal is to build listening skills while enhancing student attitude toward the study of Spanish.

The programs were not graded, but those which included more repetition, a more strictly limited number of structures, and simpler vocabulary were scheduled earlier in the series.

There were no phonological limits placed on the script. Every sound that occurs in the Spanish language was used.

The morphological limits were considerably more stringent--yet violations of these occur wherever we felt it would be better to violate the limits than the language. For the most part, earlier programs are limited to the present tense. Later, some regular, preterite, and imperfect tenses appear. Finally, a few future, conditional, and present perfect tense forms occur. The subjunctive mood is used, but not where it is the sole key to understanding. If you are asked about the subjunctive mood by a student who has never studied it before, we suggest that you simply tell him that he has heard special verb form which he will study later.

Syntactical limits are also fairly strict. Any phrase that the student is expected to reproduce during a program is a short one. We make extensive use of the backward buildup and guided response techniques to insure this.

Vocabulary is also controlled. If we use a less common word, we try to teach it by means of sound effects or definitions. Otherwise, we depend heavily on context, cognates, and basic Level I vocabulary to convey meaning.

INTRODUCTION II - "WHAT'S IT FOR?"

One element that can determine this program's success is the degree to which students clearly understand why they are listening to it. Just as students first being introduced to a teaching method that stresses all four language skills need orientation, so must students listening to El eco español be given an introductory presentation that tells them quite clearly what is expected of them.

It should be made clear to the students that they are listening to a radio program spoken at native speed and that they may not always understand every word they hear. They should be told to concentrate on getting the gist of things rather than worrying about a particular word. The subject changes several times in each program. If a student is lost at one point, he may be able to understand at another. They should be told quite clearly that listening to Spanish is the only way to build listening skill and that they should not feel bad if they lose the train of thought from time to time. One does not learn to ride a bicycle without falling off. Neither can second year Spanish students be expected to understand every bit of a radio broadcast. You should tell them this.

We do not presume to tell you exactly how you must use El eco español. We produced the program with one objective in mind: to build student listening comprehension while enhancing student attitude toward studying Spanish. However, we know of no single, fool-proof way for a given teacher to accomplish this end. Nonetheless, producing this program has taught us that there are some methods which will make this objective more easily attainable.

Because it has not been possible to supply all of you who will use the program with a script, it would be wise for each teacher to secure a tape recording of each program in order to preview its content. If scripts were available, the program would probably be more useful in "live" (that is, not taped) form.

We believe that the program should be integrated into the daily work of the class through relevant preparation and follow-up before and after the broadcasts. Time after time, research done with various audio or visual class supplements has shown that supplements used without preparation or follow-up serve no useful purpose. But this does not mean that preparation and follow-up will require large amounts of teacher and class time, both of which need to be carefully budgeted. Follow-up and preparation can be rather simple operations.

Preparation for a listening comprehension exercise, for example, could involve the use of visuals (which may be done by students) combined with a simplified Spanish synopsis. Other teachers might choose to substitute an English condensation of only a few seconds' duration. Preparation for teachers with still less time to spend can involve a simple mention intended to make the coming broadcast more attractive.

Follow-up can also be relatively simple. A good follow-up for the Level II class that has been taught a proverb, for example, would be a bulletin board display of that proverb neatly lettered by students. If pictures that illustrate the proverb are available, they might also be selected by students and displayed. The result of such follow-up could well be an enthusiastic and spontaneous usage of the proverb along with the attractive by-product of a well used class bulletin board. Such a display carries out the cultural island concept advocated by so many experts in methodology. Other presentations can be followed with writing such as a dictation exercise taped directly from the radio program.

If you intend to include some portion of the radio program in your tests, you should clearly state how you intend to do so. We think it is wise to include certain parts of the program in the testing scheme where this is practical, but we don't feel that a forthcoming test on such and such a part should be used as the sole reason for listening. An atmosphere of respect rather than fear is more conducive to building listening skills. This atmosphere is more easily created when students know exactly what they are expected to get from the program.

The following descriptions of each program in the series are an attempt to aid you in preparation and follow-up. We would have liked to have been able to supply you with ver batim scripts of each show as well as the words to each song used. We are sorry we did not have enough money to do this. We did try to choose songs sung so clearly that you will have little trouble copying the words from a tape recording of the program.

Finally, we would like to tell you that we had fun producing El eco español. We hope you like it and will have fun using it to good advantage. Your success will be our success.

Alan Garfinkel
Leslee D. Litt

Program 1 -- Introduction

Luis Dávila - Announcer
OSU Romance Language Department

1. The series is described. He mentions the music we'll hear and gives a "pep talk" on learning to understand.

2. He teaches vocabulary for listening comprehension story. (muñeca, himno nacional)

3. Story: A woman complains ofthe price of a doll. Punch line: "What did you expect for five pesos--one that will sing the national anthem?"

4. Questions -- (first without pauses)

¿En dónde entró la señora? (en una tienda muy grande)
¿Qué pidió al empleado? (una muñeca)
¿Cuánto vale la muñeca? (cinco pesos)
¿Qué dice la muñeca? (mamá)
(music cut)¿Qué fue esa música? (el himno nacional)

5. Story repeated

6. Questions with guided responses as above and pauses for student participation.

7. Proverb -

No debes pedir peras al olmo.
Vocabulary taught. Backward buildup included.
(es decir, no debes pedir lo imposible)

You may wish to connect the proverb to the story.
e.g. ¿Pidió lo imposible la señora? etc.

8. Station break to intorduce radio vocabulary and give transition.

9. Riddle (rompecabezas)

¿En qué se parece el tren a la manzana?
En que no es pera (espera)

10. Pepsi commercial:

Will be repeated many times in the series.

11. Song by Rafael. "Poco a Poco" Theme: Todo es posible.

Introduced with "plug" for student of the week interviews.

12. English promotion for Romance Language Department. Close.

Program 2

Announcer - Professor Mario Iglesias
OSU Romance Language Department

1. Begin tongue twister.

   Rápidos corren los carros del ferrocaril.
   (To be completed later)

2. Fanfare (signal for student of the week interview)

   Barb Russell, Worthington High School, first interview.

3. Listening Comprehension.

   Teacher asks silly question and gets a silly answer.
   Vocabulary that may be needed: alumnos, medio loco

4. Questions read without pause.

5. Story repeated.

6. Questions:

   ¿A quiénes pregunta el profesor? (a los alumnos)
   ¿Cómo está limitado México al sur? (por la América central)
   ¿Qué pregunta el profesor? (¿cuántos años tengo yo?)
   ¿Cuántos años tiene el hermano? (veinte años)

7. Joke: Another silly question from the same teacher.

   q. What was the greatest event of 1935?
   a. I was born.

8. Weather forecast - Acapulco good for going swimming.

9. Conversation.

   "Who me? Afraid of sharks? Of course not -uh . . .but . . .
   listen--I have to go now--I think my mother's calling."

10. Song - Tiburón

    The shark. Included for musical content. Words not recommended for learning. Song was quite popular in Mexico a few years ago.

Program 3

Announcer - Professor Mario Iglesias

1. Review tongue twister taught last time. (It will be continued later)

   New One: Trini trajo una taza de té a Tito. (practice in pronouncing unaspirated t)
   Backward buildup.

2. Pepito Pérez - A boy imitates the voice of his father in order to provide his own absence excuse. Punch line: "This is my father talking"

3. Questions without pause.

4. Repeat story.

5. Guided response - questions.

   1. (sound of Phone) ¿Qué oyó Ud.? (el teléfono de la escuela)
   2. ¿Quién está enfermo? (Pepito Pérez)
   3. ¿Cuándo va a estar bien? (mañana)
   4. ¿Quién habla al profesor? (Pepito mismo)

6. Talk: You're not like Pepito Pérez, are you?

7. Ernesto Lecuona: María La O , sung by Trio los Panchos.

8. Joke: Ser y estar

   ¿Cuál es correcto? Carracas es en Colombia.
   o Carracas está en Colombia.

9. Interview - Sonia Alonso, Cuban high school student now living in Columbus.

   Close.

Program 4

1. Talk: Math Problem

   Four dogs, one is sick, I give one to my uncle. How many left?

2. Student Interview: Jerry Nicewarner, Gahanna-Lincoln

3. Listening: Una mujer económica

   Woman in store. Punch Line: I could sell at that price too if I didn't have any.

   ¿Con quién se casó el Sr. Molina? (con una mujer muy económica)
   ¿Qué cosas compraba ella? (las cosas más baratas)
   ¿En donde entra un día? (el carniceria)
   ¿Quién esta en la carnicería? (el carnicero)
   ¿Cuánto quire pagar la señora? (un peso, 10 centavos)

4. Proverb - Lo que mucho vale, mucho cuesta. Backward buildup.

5. Application of proverb - stripped down car for 300 dollars.

   Close.

Program 5

1. Math Problem. Very Fast. Place on board in preparation.

   $3 - 2 - 5 \times 2 - 10 \div 5 = 2 - 1 - 1 + 3 - 4$

2. Student Interview - Ralph Pareiser, Bexley High School

   Note Cuban interviewer's attitude toward <u>comida picante</u> of Mexico.
   Note how gently the question of politics has to be approached.

3. Vocabulary Review (Multiple Choice)

   1. carnicería
   2. muñeca
   3. pera
   4. carnicero

4. Song: Los Arallanes

   Folk Music from Colombia. Note use of harp. (not part of Latin stereotype - yet frequently a part of Latin music)

5. Story of a duel-to-be that ends by teaching proverb.

   Barriga llena, corazón contento.
   Vocabulary Explanation.
   Proverb explanation.
   Backward Buildup.

6. Mention of forthcoming proverb review.

7. "Promo" Romance Language Department

Program 6

1. Proverb Review -

   Three short "stories" - choose the proverb that fits best (multiple choice)
   Vocabulary needed: asiento de madera dura, tengo hambre

2. "Los Chimi-chimitos" Venezuelan folksong.

3. Student Interview - Andrew Thal, Bexley High School

4. Station Break

5. Talk: Correction of corrections in the IBM office.

6. Review of tongue twister in Program 2. Continued later.

7. Talk: The Weather - Weather forecast for Buenos Aires.

   Mariachi Music (courtesy: Discount Records, 1956 N. High, Columbus, O.
   Close.

Program 7

1. Talk: El chiste cruel

   Latins have them too. Note: custom differs - We have sweet sixteen parties. Latins celebrate the fifteenth. Point: Sense of humor the same among kids.

2. Student Interview - Lynne Hopkins, Upper Arlington. She has been to Chile. Note her use of Chilean slang. Note Chilean pronounciation of ll.

3. La Mosca - A children's song something like "The House that Jack Built" (Courtesy of William Tardy, Publisher, Dallas, Texas)

4. Listening: A girl refuses her soup and is told she may want it when she can't have it. She replies, "Put it away until then."

5. Questions without pause.

6. Repeat story.

   ¿Qué hora es? (la hora de comer)
   ¿Qué le gusta ver a la madre? (que su hija come bien)
   ¿Cómo se llama la hija? (Isabel)
   ¿Qué no quiere hacer la hija? (tomar la sopa)
   ¿Para cuándo guarda la sopa la mamá? (para luego)

7. Alka Seltzer commercial.

   "Tome Alka-Seltzer si algo le cae mal (disagrees with you).
   Tome Alka-Seltzer y se aliviará."

   Close.

Program 8

1. Student Interview - Ann Gardner, Bexley High School

2. Joke: Crash (estrépito) ¿Más platos? No, Mamá--menos.

3. Listening - Cristobal Colón - El día del descubrimiento
   Stress pronouncing ship names if the contrast interests you.

4. Questions - without pause.

5. Repeat story.

6. Questions with guided response.

   ¿Cuándo es el día del descubrimiento? (el 12 de Octubre)
   ¿Quién descubrió el nuevo mundo? (Colón)
   ¿Cómo se llamaban sus tres barcos? (La Niña, La Pinta, y La Santa María)
   ¿Cuántas veces más vino Colón a las Américas? (3 veces)

7. Song: "Un recuerdo"sung by Los Isleños.

8. Joke: Mom: What are you doing?
   Son: Nothing
   Mom: Come here as soon as you're finished.

9. Horoscope.
   Close.

Program 9

1. Introduction (facetious) If you like the program tell everyone. If not, don't tell anyone.

2. Un buen muchacho. Regular preterites used. Vocabulary needed: bastantes (suficientes)

3. Questions without pause.

4. Repeat story.

5. ¿Quién fue a la tienda? (Carlitos)
   ¿Para qué fue? (para comprar chocolates)
   ¿Qué hora era? (la hora de comer)
   ¿Quién era el niño pobre? (Carlitos)

6. Student Interview - Debbie Jenkins, Upper Arlington

7. Dog Food Commercial (Fido)

8. Continuation of the rr tongue twisters.
   rr con rr -cigarro, rr con rr -barril.Rápidos corren los carros del ferrocarril.

9. Joke: (Courtesy Goldsmith's Music Shop)
   My son leaves everyone with his mouth open where he works.
   What does he do?
   He's a dentist.
   Close.

Program 10

1. Exercises--Practice with words--izquierda, derecho names of some body parts la mano--el pie--
   One exercise

2. Joke (slapstick) reviewing body parts again--

3. Student interview Mary Smith, Upper Arlington High School

4. Talk: Spanish Clubs

5. Penpal sources

   International Youth Friendship Organization
   450 Armory Place
   Louisville, Kentucky

   Ambassadors of Friendship
   9050 N. W. 5 Avenue
   Miami, Florida

   Youth Penpal Exchange
   Box 6093
   Washington

   Office of Private Cooperation
   U. S. Information Agency
   1776 Pennsylvania Avenue N. W.
   Washington, D. C.

   Information on international paired classrooms, etc.

6. Song: Mi banderita Chilena.
   Close.

Program 11 Christmas

1. Listening: Christmas and Christmas customs (etc.)
   1. villancicos
   2. la cena de Nochebuena
   3. escena del Nacimiento
   4. Regalos para los niños en el 6 de enero
   5. Santa Claus y otras influencias norteamericanas

2. Questions without pause.

3. Repeat story Questions with guided response

4. 1.¿Cómo se llama la noche del 24 de diciembre (La Nochebuena)
   2.¿Adónde van todos alla medianoche (a la iglesia)
   3.¿Qué son villancicos? (canciones tradicionates de la Navidad)
   4.¿Cuándo reciben sus regalos los niños (el che enho)
   5.¿Cómo se llama el 6 de enero (el día de ler reyes magos)
   6. Christmas carols--we picked a couple your class probably did not learn. This gives them something different to hear.
      Courtesy: Discount Records, 1956 N. High Street, Columbus, Ohio
   7. Christmas greetings from us. The repetition drill at the end (Feliz Navidad y Próspero año nuevo) ended with "y ahora diganlo a sus amigos de la clase" before we had to cut it due to lack of time.

Program 12

1. Listening: "Greetings" from WPAB, Ponce, Puerto Rico.
   Also, from Radio MIL, México, D.F.

2. Student Interview - Miranda Warner, West High School
   curieles = conejillo de Indias = guinea pig

3. Cosa curiosa: El amor es gris (song)

4. Listening: Cervantes

5. Questions without pause.

6. Repeat story.

7. Questions with guided response.

   ¿Quién murió en el mismo año que Shakespeare? (Cervantes)
   ¿Cómo se titula su libro famoso? (Don Quijote)
   ¿Qué quería hacer Don Quijote? (Cambiar el mundo entero)
   ¿Con quiénes viajaba Don Quijote? (con su fiel caballo y un amigo)
   ¿Contra qué luchaba Don Quijote? (Contra todo lo malo del mundo)

   Close.

Program 13

1. Vocabulary review (multiple choice of definitions to fit words.)

   chiste barco La Navidad
   mosca fanfárria

2. Student Interview - Jane Untereiner, Gahanna-Lincoln High School

3. Station Break - Which gives us an idea for a followup. If your class would like to make up a radio show on a tape, we'll try to get it on the air. It must be one side of tape at 7 1/2 ips.

4. Commercials (three) with questions. (multiple choice)

5. Proverb Review (no student participation)

6. New Proverb

   Taught by dramatization and backward buildup.

   Ver es creer.

7. Second application for proverb.

   Close.

Program 14

1. Listening: Tres Gafas

   Teacher uses three pairs of glasses. One to read, one to see far-off things, the last to look for the first two when they're lost.

2. Questions without pause.

3. Repeat story.

4. Questions with guided response.

   ¿Quiénes usan las gafas? (las personas que no ven bien)
   ¿Qué significa gafas en español? (lentes)
   ¿Cuántas gafas tiene el profesor? (tres)
   ¿Para qué sirven las primeras gafas? (para leer)
   ¿Para qué sirven las segundas? (para ver mejor)
   ¿Para que sirven las terceras? (para buscar las otras dos)

5. Song: Rafael - Canción del trabajo (work song - not precisely of Spanish origin)

6. Student Interview - Susan Schnell, Gahanna-Lincoln High School

7. Proverb - No debes firmar sin leer ni casarte sin ver.
   Close.

Program 15

1. Listening: Manuel de Falla

2. Statements for listening.

3. Repeat story.

4. Statements repeated. Students are to judge them true or false.

5. Music of Manuel de Falla - Ritual Fire Dance from El Amor Brujo.

6. Student Interview Julia Strickland, Gahanna-Lincoln High School.

7. Math Problem - Three cars - one traded for another, another given to son, received another as a gift. End: three cars

   Close.

Program 16

1. Talk: Televisinn

2. Student Interview - Laura Warner, Gahanna-Lincoln

3. Song: Eso es el amor, sung by Gloria Lasso.

4. Listening: Boy wants to kill time listening to records in a store. He has no money. He has to admit that he has no money and didn't really intend to buy anything.

5. Statements to judge (no pause).

6. Repetition

7. Statements with pauses.

8. Joke

9. Commercial - Real-Kill (The copy we wrote here is not in agreement with the tape we got. Your most able students will note that the product isn't really "un insecticida". It's "un repelente.")

Program 17

1. Talk: Música folklórica y los Mariachis.

2. Music: Mariachi band (courtesy Discount Records, 1956 N. High Street)

   Note varying tempos - The polka and other dances that don't fit the usual stereotype are quite often a part of Mexican music.

3. Listening: Tomás y Vicente

   Tomás and Vicente go to a concert. Vicente doesn't like classical music until he hears it. Then they go to hear the Mariachis.

4. Questions without pause.

5. Questions with guided responses.

   ¿Adónde van los muchachos? (a un concerto)
   ¿Qué clase de música van a oír? (música clásica)
   ¿Qué sinfonía van a oír? (La quinta sinfonía de Beethoven)
   ¿A quién le gusta mas la música clásica? (a Tomás)
   ¿Qué características tiene la música Mariachi? (movimiento y vida)

6. Proverb - Si uno enriquece, otro empobrece. Backward build-up.

7. Application of proverb to situation.

Program 18

1. Proverb Review

   Barriga llena, corazón contento.
   Lo que mucho vale, mucho cuesta.
   Ver es creer.
   No debes firmar sin leer ni casarte sin ver.
   No debes pedir peras al olmo.
   Si uno enriquece, otro empobrece.
   We left a word out of each proverb and allow time for the student to recite the whole proverb. We used some of the proverbs twice leaving out different words each time. 10 questions.

2. Song: Tuya (Sung by Gloria Lasso)

3. Talk: Tarjetas de felicitación.

4. Joke: Alberto goes to store and asks for birthday cards that say "for my only love." Punchline: Give me about 10 please.(Listening)

5. Questions without pause.

6. Repeat joke.

7. Guided response.

   ¿Qué se vende en la tienda? (papel, lápices y tarjetas)
   ¿Cómo habla el señor de la tienda? (con mucha cortesía)
   ¿Qué quiere comprar Alberto? (una tarjeta)
   ¿Qué debe decir la tarjeta? (para mi único amor)
   ¿Cuántas tarjetas quiere? (diez)

8. Rafael sings Poco a Poco.
   Close.

Program 19

1. *Two versions of Cachito: one in the folk style (guitar only) and the other in the upbeat modern style. The words are easy to transcribe.

2. Student Interview - Upper Arlington High School (we forgot to ask her name)

3. Listening: Turismo en España.

4. Statements to judge (no pause)

5. Repeat paragraph.

6. Statements to judge true or false (pauses for student reply)

   Close. * Cachito, Cachito, Cachito mío
   Pedazo del cielo que dios me dio.
   Te miro y te miro
   Y al fin bendigo
   Bendigo la suerte de ser tu amor.

Program 20

1. Talk: Cumpleaños

2. Music: Both versions of Las Mañanitas. (Courtesy Discount Records, 1956 N. High Street, Columbus, Ohio)

3. Questions without pause.

4. Repeat story.

5. Questions with guided responses.

   ¿Qué día es hoy? (el cumpleaños de Ramón)
   ¿Cuántos años cumple hoy Ramón? (16 años)
   ¿Qué tratan de romper? (la piñata)
   ¿Qué es una piñata? (un animal hecho de papel)
   ¿De qué está llena la piñata? (chocolates y frutas)
   ¿Cómo se llama la cancion que tocan los mariachis? (Las Mañanitas)
   ¿Qué frase se dice cuando uno cumple años? (Feliz cumpleaños)

6. Student Interview - S. Robinson, Canal-Winchester High School

7. Commercial - Salsa de jitomate (tomate) Goya. Question (multiple choice) Close.

Program 21

1. Dialectos de España - Showing how people in different areas of Spain have different ways of pronouncing when they speak Spanish. (Imitations by: Manuel Iglesias, OSU, Grad. student in Foreign Language Education)

2. The Death of Senator RFK.

   Newscast from Mayaquez, P.R., that brought news of the attack on the senator to the island of Puerto Rico. Speed is quite rapid, but we think the best students will understand some parts. Again there is a minor discrepancy between the tape we got and the copy we wrote. We mentioned "la muerte . . " but the tape is only that of the first day's news and doesn't mentions the death itself. The best students may be able to spot this.

   Program of appropriate music and poetry.
   1. Federico García Lorca - First strophe of Llanto por la Muerte de Ignacio Sánchez Mejía Read by Germaine Montero (courtesy Discount Records)

   2. I. Albéniz: "Leyenda"
      Rey de la Torre, guitar.

Close.

Program 22

The Rock Show

Passive Listening. They're all good at that.
No Vuelvas - Rafael sings a song telling his girlfriend what to do if she won't forgive him, etc.
Radio MIL - Station Break

Cumbia - A most popular latinamerican dance.

Commercial - Café Rico

Me Voy Pá Pueblo - An upbeat Puertorican pop tune.

Commercial - Fido Dog Food

Te Quise - Spanish version of an early Beatles tune titled "She Loves You" in English. Yeah, yeah.
WORA - Station Break

Estuve Enamorado - "I <u>was</u> in love with you . . ."

Estar Contigo - Spanish version of another Beatles tune titled "Please, Please Me" in English.
Close.

Program 23

1. Joke: Why's the paper in your ear?
   Well, teacher, you told me that everything goes in one ear and out the other, so I'm trying to keep something in my head.

2. Listening: Los toros.

   Statements (no pause)
   Repeat story.
   Statements to judge true or false.

3. Selections from "A los toros". A record of the music and sounds of a bullfight supplied through the courtesy of Goldsmith's Music Shop, Language Department, 401 W. 42nd Street, NYC 10036.

   Close.

Program 24

1. Proverb - Lo cortés no quita a lo valiente.
   Backward build-up.

2. Music from Spanish version of My Fair Lady (Mi bella dama):
   Podría yo bailar (I could've Danced All Night)

3. Student Interview - Carl Siebert, Canal-Winchester High School

4. Joke: Pianist to husband -Do you like good music?
   Yes, but don't worry, you can keep on playing.

5. Job Offer.

6. Station Break

7. Listening

8. Questions without pause

9. Repeat joke.

10. Questions
    ¿Qué clase es? (biología)
    ¿Qué explica el profesor? (como nacen los pollos)
    ¿Qué hace en la pizarra? (diagramas)
    Según el profesor, ¿qué es lo maravilloso? (como salen los pollos del huevo)
    Close.

Program 25

1. Student Interview - T. Browning, Whitehall High School

2. A trip to Mexico via sound effects.
   1. Eastern Airlines jet trip.
   2. Stewardess (Leslee Litt)
   3. Taco sellers
   4. bells of the Iglesia de San Francisco
   5. Radio interview with 16 year old race driver, Ricardo Rodriguez, who explains that his age keeps his applications for racing from being accepted. He wants to race with the greatest racers. "Si Dios quiere . . .primero Dios."
   6. Musicians at Xochimilco.
   7. An English class - the racket comes from outside where it's apparently recess time.
   8. El Guajalote Serafin. Excerpt from a kiddies' Christmas TV show about the trajic end of Serafin, a rather obese turkey. (All sounds courtesy of Discount Records)

   Close.

Program 26

1. Making Tortillas

2. Nombres Latinos - la influencia espanola en palabras y nombres inglesas. We did not make up any questions for this one.

3. Please drop us a card to let us know if you've heard something on El eco espanol that you'd like to hear repeated on Program 32.

4. Student Interview - Canal Winchester High School

5. Rafael sings "Desde aquel día". Note y and ll = ĵ here.

6. WORA station break

Close.

Program 27

1. En el restaurante - Wife gets husband to take her to restaurant because she's tired of arroz con pollo.

2. Student Interview - V. Pérez, Grandview High School. Student from Cuba. Professor Iglesias speaks to her in English and Spanish. Miss Pérez' father is president of the local Círculo de exilados Cubanos.

3. Music: Trio los Panchos, Karabalí, music of Ernesto Lecuona

4. "Greetings" from XEPE and WORA - Review of commercials
Alka Seltzer, Pepsi (tiene el sabor que le pone en onda-has the flavor that puts you in the groove (roughly).

5. Other proverbs: no backward build-up

La rosa y la hermosura que poco duran.
Si no hubiera amargura que poco valdría la dulzura.
El que pega, paga.
El peine que más raspa es mejor para quitar la caspa.
No hay peor sordo que él que no quiere oír.
Mal va el enfermo que nombre a su médico heredero

Close.

Program 28 (not on WCBE)

1. Student Interview - Cheryl Graves, Gahanna-Lincoln High School

2. Listening: Pepito tries to outsmart his father and ends up outsmarted himself.

3. Questions without pause.

4. Repeat story.

5. Questions with guided responses.

   ¿Dónde estudia Pepito? (en la universidad)
   ¿Cuándo regresa Pepito a casa? (durante las vacinnes de Navidad)
   ¿Qué trae su mamá en un plato? (dos huevos duros)
   ¿Qué pregunta Pepito a su papá? (cuántos huevos ve)
   ¿Es muy tonta la madre de Pepito? (es lista)
   ¿Cuántos huevos come Pepito? (ningún huevo)

6. El que busca lana vuelve trasguilado. (He who looks for wool comes back shorn. Backward build-up.

7. Song: Trio los Panchos - Eydie Gormé-Sabor a mí

8. Application of proverb (story)
   (Solomón Flores, OSU Romance Language Department)

   Close.

Program 29 (not on WCBE)

1. Listening: Regateando (Bargaining)

2. Song: Malagueña Salerosa , Bud and Travis

3. Math problem-
   Teacher: If your brother has 8 chocolates and I take away 5, what then?
   Student: That's easy. My brother will cry.

4. Proverb - No dejes para mañana lo que puedes hacer hoy.
   Backward build-up.
   Variation: No dejes para mañana lo que puedes hacer pasado mañana.
   No backward build-up.

5. Varying accents-Latin America. (courtesy Goldsmith's Music Shop, Language Department, NYC, 10036.

   Close.

Program 30 (not on WCBE)

1. Listening: A brief essay about José Martí written by Professor Iglesias especially for this program. It should be understood by most students.

2. Student Interview - M. Lovell, Whitehall High School

3. Song: Guantanamera (courtesy Discount Records)

Close.

Program 31 (not on WCBE)

1. Listening: Customs of dating - Nowadays they aren't much different, but the "routine" of conversation between boys and girls differs slightly. We tried to show this through a skit by Carlos Wehbe (a Cuban student in the OSU Romance Language Department) and Gayle Hodel (an American one).

2. Baseball

3. Fights among children

4. Joke

5. Música Mariachi (polka) - Courtesy Discount Records

Close.

Program 32

1. Finale - Your choice of what you'd like to hear repeated. If you don't choose--we will. Drop us a card with requests, comments, etc.

   El eco español
   C/O WOSU-AM
   Columbus, Ohio 43210

2. Close.

PROGRAM GUIDE

El eco español

Wed.	Oct. 9	Program 1	Introducción
Fri.	Oct. 11	Program 1	Introducción
Wed.	Oct. 16	Program 2	El trabalenguas (The Tongue Twister)
Fri.	Oct. 18	Program 2	El trabalenguas (The Tongue Twister)
Wed.	Oct. 23	Program 3	Pepito Pérez
Fri.	Oct. 25	No WCBE	------
Wed.	Oct. 30	Program 4	Una mujer económica
Fri.	Nov. 1	Program 3	Pepito Pérez
Wed.	Nov. 6	Program 5	Word Recognition
Fri.	Nov. 8	Program 4	Una mujer económica
Wed.	Nov. 13	Program 6	Proverb Review
Fri.	Nov. 15	Program 5	Word Recognition
Wed.	Nov. 20	Program 7	El chiste cruel (The Sick Joke)
Fri.	Nov. 22	Program 6	Proverb Review
Wed.	Nov. 27	Program 8	El día del descubrimiento
Fri.	Nov. 29	No WCBE	
Wed.	Dec. 4	Program 9	Un buen muchacho
Fri.	Dec. 6	Program 7	El chiste cruel (The Sick Joke)
Wed.	Dec. 11	Program 10	Ejercicios físicos
Fri.	Dec. 13 (Script No. 12)	Program 11	La Navidad (WCBE airs this program out of sequence due to Christmas)
Wed.	Dec. 18 (Script No. 12)	Program 11	(La Navidad)
Fri.	Dec. 20	No WCBE Broadcast	
Wed.	Dec. 25	No WOSU Broadcast	
Fri.	Dec. 27	No WCBE Broadcast	
Wed.	Jan. 1	No WOSU Broadcast	
Fri.	Jan. 3	No WCBE Broadcast	
Wed.	Jan. 8 (Script No. 11)	Program 12	Cervantes
Fri.	Jan. 10	Program 8	El día del descubrimiento (WCBE airs this program out of sequence due to Christmas)

WOSU - Wednesdays 10:15 a.m. - 820 k.c. AM
WCBE - Fridays 10:00 a.m. - 90.5 m.c. FM

Wed.	Jan. 15	Program 13	Word Recognition
Fri.	Jan. 17	Program 9	Un buen muchacho
Wed.	Jan. 22	Program 14	Tres gafas
Fri.	Jan. 24	Program 10	Ejercicios físicos
Wed.	Jan. 29	Program 15	Manuel de Falla
Fri.	Jan. 31 (Script No. 11)	Program 12	Cervantes (WCBE numerical sequence broken due to Christmas)
Wed.	Feb. 5	Program 16	En una tienda de discos
Fri.	Feb. 7	Program 13	Word Recognition
Wed.	Feb. 12	Program 17	Tomás y Vicente
Fri.	Feb. 14	Program 14	Tres gafas
Wed.	Feb. 19	Program 18	Proverb Review
Fri.	Feb. 21	Program 15	Manuel de Falla
Wed.	Feb. 26	Program 19	El turismo en España
Fri.	Feb. 28	Program 16	En una tienda de discos
Wed.	Mar. 5	Program 20	El cumpleaños
Fri.	Mar. 7	Program 17	Tomás y Vicente
Wed.	Mar. 12	Program 21	Dialectos/Noticias: La muerte del Senador RFK
Fri.	Mar. 14	Program 18	Proverb Review
Wed.	Mar. 19	Program 22	The "Rock" Show
Fri.	Mar. 21	Program 19	El turismo en España
Wed.	Mar. 26	Program 23	Los toros
Fri.	Mar. 28	Program 20	El cumpleaños
Wed.	Apr. 2	Program 24	La clase de biología
Fri.	Apr. 4	No WCBE	
Wed.	Apr. 9	Program 25	Un viaje a México
Fri.	Apr. 11	Program 21	Dialectos/Noticias: La muerte del Senador RFK
Wed.	Apr. 16	Program 26	La receta
Fri.	Apr. 18	Program 22	The "Rock" Show
Wed.	Apr. 23	Program 27	El restaurante
Fri.	Apr. 25	Program 23	Los toros
Wed.	Apr. 30	Program 28	Pepe el sabio
Fri.	May 2	Program 24	La clase de biología

WOSU - Wednesdays 10:15 a.m. - 820 k.c. AM
WCBE - Fridays 10:00 a.m. - 90.5 m.c. FM

Wed.	May 7	Program 29	Regateando
Fri.	May 9	Program 25	Un viaje a Mexico
Wed.	May 14	Program 30	José Martí
Fri.	May 16	Program 26	La receta
Wed.	May 21	Program 31	Béisbol, etc.
Fri.	May 23	Program 27	El restaurante
Wed.	May 28	Program 32	Finale
Fri.	May 30	No WCBE	
Fri.	June 6	Program 32	Finale (WCBE will skip Nos. 28-31)

WOSU - Wednesdays 10:15 a.m. - 829 k.c. AM
WCBE - Fridays 10:00 a.m. - 90.5 m.c. FM